

CALIFORNIA SCHOOLS



MARCH 1951

CALIFORNIA SCHOOLS

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Superintendent of Public Instruction

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CONTENTS

	Page
Proclamation of Conservation Week	67
Registration Data for California Institutions of Collegiate Grade, Fall, 1950.....	68
Departmental Communications	73
Interpretations of School Law.....	75
Notes on Department Activities.....	78
For Your Information.....	81
Professional Literature	90
Directory, California State Department of Education.....	94

Proclamation

California's tremendous development during its 100 years of statehood has been in large part due to a seeming abundance of natural resources—climate, fertile soil, water, vast forests, and mineral deposits. As we enter our second century of statehood, however, it is increasingly apparent that our sound growth will be dependent upon the extent to which we conserve and replenish these resources. It is only because of conservation programs which we have so far developed that California has been able to adjust itself to the requirements imposed by its phenomenal growth.

In the year ahead our conservation programs must serve a double purpose. We are again being called upon to draw heavily upon our natural resources to sustain production for national defense needs. At the same time we are having to further develop our State to meet the requirements of increased population. It is essential, therefore, that all of us cooperate in advancing those programs through which our resources can be more fully developed and more efficiently utilized.

With these thoughts in mind I, Earl Warren, Governor of California, do hereby proclaim the week of March 7 to 14, 1951, as CONSERVATION WEEK in California. I urge that during this week all of the people of California become familiar with the extent to which the future welfare of our State is dependent upon the success of programs we now have under way to conserve our forests, our agricultural and range lands, our water, our mineral and oil deposits, our beach and mountain recreational facilities, and protect our fish and game life. On the first day of this Week, March 7th, which is observed as Arbor Day, I urge that special attention be given to planting, in the interest of making our State more beautiful and more productive.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 15th day of February, A.D. One Thousand Nine Hundred and Fifty-One.



Earl Warren
Governor of California

ATTEST:

James H. Jordan
Secretary of State

REGISTRATION DATA FOR CALIFORNIA INSTITUTIONS OF COLLEGIATE GRADE, FALL, 1950

Compiled by

OFFICE OF RELATIONS WITH SCHOOLS, UNIVERSITY OF CALIFORNIA

For the tenth consecutive year, enrollment data for institutions of higher learning in the State of California are herein presented.¹ In the following tabulations may be found the full-time student enrollment figures of each of the state colleges, public junior colleges, private junior colleges, private four-year institutions, and the state university, as of October 31, 1950. In order to show the trend for each institution, the 1949 enrollment figures are also listed. In addition, the numbers of freshman students and the numbers of veterans receiving benefits under any of the Veterans Acts are included.

There is no doubt of the effect of the Korean war and the subsequent declaration of a state of national emergency upon collegiate enrollment in California. Many registrars and other administrative officials of colleges have remarked especially upon these effects. The withdrawal rate during the fall, 1950, has been unusually high as students are volunteering for service in the armed forces or entering defense jobs. In view of the growing need for manpower by both industry and the armed forces, it is reasonable to expect a still further decline in enrollment in 1951.

The over-all 9.5 per cent decrease in collegiate enrollment is overshadowed by the decline in the number of veterans attending institutions of higher learning. The Strayer report² estimated that 92,650 veterans would be enrolled in 1950, whereas actually only 42,235 were enrolled in October, 1950. Had this figure held up to the estimated veteran enrollment, the Strayer low estimate³ of 204,480 full-time students would have been exceeded by some 10,000 students. (The Strayer medium estimate predicted 221,257 students in attendance in 1950, the high estimate, 238,029.) Many factors perhaps have served to bring about a lower veteran enrollment than was predicted. In some cases the ability of the veteran to remain in school was overestimated; prospects of well-paying jobs caused others to discontinue their studies.

Another interesting fact regarding collegiate enrollment in California was pointed out by the University of California Admissions Director,

¹ See *California Schools*, Volumes XIII (May, 1942), XIV (June, 1943), XV (May, 1944), XVI (June, 1945), XVII (June, 1946), XVIII (March, 1947), XIX (May, 1948), XX (May, 1949), XXI (June, 1950).

² *Report of a Survey of the Needs of California in Higher Education*—submitted to the Liaison Committee of the Regents of the University of California and the State Department of Education. Sacramento: Committee for the Survey of the Needs of California in Higher Education (George D. Strayer, *Chairman*), March 1, 1948.

³ *Ibid.*, Table V, 59-60.

H. A. Spindt, in a report to the Board of Admissions and Relations with Schools. Dr. Spindt presented data to show that despite a 51 per cent increase in the population of the state in the last ten-year period, the enrollment in the twelfth grades has remained approximately the same as in 1939. This is no doubt a reflection of the low birth rate during the early 1930's, and this situation will prevail for several years.

The decline of collegiate enrollment by 9.5 per cent in 1950 is not unique to California. A report by Raymond Walters, President of the University of Cincinnati, shows a drop of 9.4 per cent in enrollment in 770 accredited American colleges and universities during 1950.²

The co-operation of the administrative officers of the institutions included in this survey for providing the data herein presented is gratefully acknowledged.

² *School and Society*, LXXII, Number 1879 (December 23, 1950), 401-13.

ENROLLMENT OF FULL-TIME STUDENTS IN CALIFORNIA COLLEGIATE INSTITUTIONS, FALL, 1949, AND FALL, 1950

INSTITUTION	FALL, 1949	FALL, 1950	CHANGE IN NUMBER	FRESHMEN	VETERANS
State Colleges.....	26,086	26,204	118	5,722	7,650
State University.....	43,426	39,492	-3,934	4,771	11,562
Public Junior Colleges.....	66,603	58,205	-8,398	33,446	8,918
Private 4-year Institutions.....	44,704	39,784	-4,920	7,113	13,762
Private Junior Colleges.....	1,506	1,372	-134	589	343
Total.....	182,325	165,057	-17,268	51,641	42,235
STATE COLLEGES					
Chico State College.....	1,383	1,352	-31	451	403
Fresno State College.....	2,814	2,827	13	893	628
Humboldt State College.....	706	624	-82	229	208
Long Beach State College.....	149	773	624	*	139
Los Angeles State College of Applied Arts and Sciences.....	1,781	2,434	653	*	533
Sacramento State College.....	841	1,061	220	*	411
San Diego State College.....	4,289	4,032	-257	1,046	1,256
San Francisco State College.....	3,707	3,982	275	980	1,017
San Jose State College.....	6,961	5,827	-1,134	1,142	1,793
Subtotal.....	22,631	22,912	+281	4,741	6,388
California State Polytechnic College					
San Luis Obispo.....	2,909	2,767	-142	761	1,078
San Dimas.....	425	389	-36	145	168
California Maritime Academy.....	121	136	15	75	16
Total.....	26,086	26,204	+118	5,722	7,650

* No lower division maintained.

ENROLLMENT OF FULL-TIME STUDENTS IN CALIFORNIA COLLEGIATE INSTITUTIONS, FALL, 1949, AND FALL, 1950—Continued

INSTITUTION	FALL, 1949	FALL, 1950	CHANGE IN NUMBER	FRESHMEN	VETERANS
STATE UNIVERSITY					
Berkeley campus.....	22,681	19,916	—2,765	2,167	5,585
Los Angeles campus.....	14,995	14,318	—677	1,967	3,875
Other campuses.....	5,750	5,348	—402	637	2,102
	43,426	39,582	3,844	4,771	11,562
		*—90	*90		
Total.....	43,426	39,492	3,934	4,771	11,562
PRIVATE JUNIOR COLLEGES					
Belmont: College of Notre Dame.....	106	110	4	68	-----
Berkeley: Armstrong College.....	759	617	—142	172	278
Deep Springs: Deep Springs Junior College.....	17	15	—2	10	-----
Los Angeles: Los Angeles Pacific College.....	63	37	—26	21	-----
Menlo Park: Menlo School and Junior College.....	251	307	56	162	52
Mountain View: St. Joseph's College.....	59	66	7	32	1
Oakland:					
Holy Redeemer College.....	5	14	9	5	1
California Concordia College.....	22	19	—3	10	1
Rolling Hills: Palos Verdes Junior College.....	106	59	—47	42	4
San Francisco: Lux College.....	118	128	10	67	6
Total.....	1,506	1,372	—134	589	343
PRIVATE FOUR-YEAR INSTITUTIONS					
Angwin: Pacific Union College.....	926	876	—50	254	218
Arlington: La Sierra College.....	720	764	44	253	162
Claremont:					
Claremont Men's College.....	352	311	—41	73	62
Pomona College.....	1,070	996	—74	260	114
Scripps College.....	217	232	15	82	-----
La Verne: La Verne College.....	283	268	—15	58	64
Los Angeles:					
Chapman College.....	340	255	—85	51	80
Immaculate Heart College.....	548	543	—5	155	10
Loyola University.....	2,014	1,474	—540	311	603
Marymount College.....	85	100	15	17	-----
Mt. Saint Mary's College.....	455	454	—1	102	-----
Occidental College.....	1,365	1,297	—68	304	281
George Pepperdine College.....	1,538	1,227	—311	351	440
University of Southern California.....	14,183	11,581	—2,604	1,152	5,800
Oakland:					
California College of Arts and Crafts.....	707	502	—205	100	273
College of Holy Names.....	363	433	70	182	7
Mills College.....	643	573	—70	141	37
Pasadena:					
California Institute of Technology.....	1,141	1,070	—71	174	325
Pasadena College.....	656	655	—1	182	149
Redlands: University of Redlands.....	1,171	1,150	—21	281	303
St. Mary's: St. Mary's College.....	825	679	—146	221	151
San Francisco:					
College for Women.....	402	448	46	135	18
Golden Gate College.....	855	582	—273	122	400
Heald Engineering College.....	**	285	**	50	16
Lincoln University ¹	158	277	119	120	200
University of San Francisco.....	1,663	1,807	144	305	795

* Deduction for students registered at Berkeley or Los Angeles but in attendance elsewhere.

** Data not available.

¹ Including Oakland branch.

ENROLLMENT OF FULL-TIME STUDENTS IN CALIFORNIA COLLEGIATE INSTITUTIONS, FALL, 1949, AND FALL, 1950—Continued

INSTITUTION	FALL, 1949	FALL, 1950	CHANGE IN NUMBER	FRESHMEN	VETERANS
PRIVATE FOUR-YEAR INSTITUTIONS —Continued					
San Rafael: Dominican College.....	289	306	17	99	2
Santa Barbara: Westmont College.....	256	214	-42	62	41
Santa Clara: Santa Clara University.....	1,240	1,153	-87	307	196
Stanford: Stanford University.....	7,896	7,146	-750	982	2,291
Stockton: College of the Pacific.....	953	887	-66	1	350
Upland: Upland College.....	107	76	-31	22	1
Whittier: Whittier College.....	1,283	1,163	-120	205	373
Total.....	44,704	39,784	-4,920	7,113	13,762
PUBLIC JUNIOR COLLEGES					
Auburn: Placer Junior College.....	856	414	-442	253	51
Azusa: Citrus Junior College.....	155	154	-1	74	15
Bakersfield: Bakersfield Junior College.....	1,253	1,014	-239	593	95
Blythe: Palo Verde Junior College.....	87	90	3	70	16
Canoga Park: Pierce Junior College.....	339	325	-14	126	104
Coalinga: Coalinga Junior College.....	160	153	-7	106	12
Compton: Compton Junior College.....	2,082	1,812	-270	795	339
Costa Mesa: Orange Coast Junior College.....	616	560	-56	346	99
Del Paso Heights: Grant Technical Junior College.....	280	256	-24	151	56
El Centro: Central Junior College.....	193	163	-30	119	11
Fresno: Fresno Junior College.....	637	671	34	581	104
Fullerton: Fullerton Junior College.....	1,166	1,239	73	682	98
Glendale: Glendale Junior College.....	2,202	1,559	-643	1,117	212
Hollister: San Benito County Junior College.....	44	49	5	34	3
Kentfield: College of Marin.....	753	581	-172	368	51
Lancaster: Antelope Valley Junior College.....	133	103	-30	88	7
Lawndale: El Camino Junior College.....	2,277	1,454	-823	1,160	339
Long Beach: Long Beach City (junior) College..	7,398	3,599	-3,799	2,016	895
Los Angeles:					
East Los Angeles City (junior) College.....	1,567	2,127	560	1,278	304
Los Angeles City (junior) College.....	7,849	6,125	-1,724	3,003	1,163
Los Angeles Metropolitan Junior College.....	850	303	-547	303	20
Los Angeles Trade-Technical Junior College.....	2,463	2,370	-93	1,308	443
Martinez: Contra Costa District Junior College.....	162	1,279	1,117	934	159
Marysville: Yuba County District Junior College.....	570	606	36	344	77
Modesto: Modesto Junior College.....	1,103	1,248	145	806	114
Monterey: Monterey Peninsula Junior College..	344	342	-2	217	32
Napa: Napa Junior College.....	321	288	-33	176	96
Oceanside: Oceanside-Carlsbad Junior College..	215	142	-73	87	23
Ontario: Chaffey Junior College.....	876	775	-101	506	90
Pasadena:					
John Muir (junior) College.....	1,362	1,117	-245	577	74
Pasadena City (junior) College.....	3,664	3,340	-324	1,622	423
Pomona: Mt. San Antonio Junior College.....	720	823	103	482	95
Porterville: Porterville Junior College.....	184	150	-34	110	15
Redding: Shasta Junior College.....	262	262	0	225	18
Reedley: Reedley Junior College.....	492	496	4	286	50
Riverside: Riverside Junior College.....	796	676	-220	351	79
Sacramento: Sacramento Junior College.....	2,032	2,143	111	1,247	446
Salinas: Hartnell Junior College.....	706	778	72	400	51
San Bernardino: San Bernardino Valley Junior College.....	1,341	1,308	-33	792	211
San Diego: San Diego Junior College.....	1,230	904	-326	655	140

² No lower division maintained.

**ENROLLMENT OF FULL-TIME STUDENTS IN CALIFORNIA COLLEGIATE
INSTITUTIONS, FALL, 1949, AND FALL, 1950—Continued**

INSTITUTION	FALL, 1949	FALL, 1950	CHANGE IN NUMBER	FRESHMEN	VETERANS
PUBLIC JUNIOR COLLEGES—Continued					
San Francisco: San Francisco City (junior) College	5,094	4,535	—559	2,200	888
San Jose: San Jose District Junior College	1,157	1,113	—44	981	135
San Luis Obispo: San Luis Obispo Junior College	241	158	—83	95	7
San Marcos: Palomar Junior College	148	135	—13	98	20
San Mateo: San Mateo District Junior College	1,417	1,386	—31	819	117
Santa Ana: Santa Ana District Junior College	686	670	—16	353	120
Santa Barbara: Santa Barbara Junior College	189	139	—50	112	14
Santa Maria: Santa Maria Junior College	166	183	17	121	25
Santa Monica: Santa Monica City (junior) College	1,487	1,316	—171	570	237
Santa Rosa: Santa Rosa District Junior College	1,011	969	—42	508	123
Stockton: Stockton Junior College	1,643	1,519	—124	837	136
Susanville: Lassen Junior College	195	136	—59	80	49
Taft: Taft Junior College	246	209	—37	119	10
Vallejo: Vallejo Junior College	1,001	710	—291	244	54
Ventura: Ventura Junior College	801	801	-----	468	72
Van Nuys: Los Angeles Valley Junior College	438	860	422	672	67
Visalia: College of the Sequoias (junior college)	656	815	159	453	48
Wilmington: Los Angeles Harbor Junior College	549	853	304	328	166
Total	66,603	58,205	—8,398	33,446	8,918

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENT TO STAFF

Lucile E. Conrey was appointed to the position of Assistant Administrative Adviser in the Division of Departmental Administration, effective February 1, 1951. Since December, 1948, Miss Conrey has been codification officer in the Division of Administrative Procedure, State Department of Professional and Vocational Standards. From 1943 to 1947 she was an attorney for the Commodity Credit Corporation. She has had extensive experience in private law practice in Los Angeles.

Miss Conrey is a native of Montana. She is a graduate cum laude from the University of Southern California, and holds the A. B. and J. D. degrees from that university. She qualified there for a California general secondary teaching credential, and her early experience includes several years of teaching in elementary and secondary schools in San Bernardino, Tulare, and Los Angeles County. She is a member of the State Bar of California, the Sacramento County Bar Association, and the American Association of University Women.

Her headquarters is in the office of Administrative Adviser, 519-A, Library Courts Building, Sacramento.

Miss Conrey succeeds Paul B. Kneuse, whose resignation from the staff was effective December 21, 1950.

CONFERENCE OF SECONDARY SCHOOL ADMINISTRATORS

As Superintendent of Public Instruction I am calling a statewide conference of secondary education administrators to meet March 17-21, 1951, at San Jose, in co-operation with the California Association of Secondary School Administrators and its constituent member organizations: the California Association of Adult Education Administrators, the California State Junior College Association, and the California Association of Secondary School Curriculum Coordinators.

There will be meetings of the secondary education co-ordinators on Saturday and Sunday, March 17-18. The Executive Board and Representative Council of the California Association of Secondary School Administrators will also meet Sunday, March 18. Hotel Sainte Claire is headquarters and the sessions will be held there or in the San Jose Municipal Auditorium.

CONFERENCE OF ELEMENTARY SCHOOL ADMINISTRATORS

The Annual Conference of Elementary School Principals and District Superintendents of Schools held in co-operation with the California Elementary School Administrators Association is officially called by the Superintendent of Public Instruction to meet in Berkeley, March 18-21, 1951. The conference headquarters will be the Hotel Claremont; all meetings will be held in Berkeley High School. The first general session will be held on Sunday afternoon, March 18, at 2:30 in Berkeley High School Little Theater.

The conference theme will be "Implementing the Recommendations of the Mid-century Conference on Children and Youth." Recommendations made at Governor Warren's Mid-century Conference on Children and Youth held in Sacramento on September 18-19 and recommendations of the Midcentury White House Conference on Children and Youth held in Washington on December 3-7, will form the basis of consideration in all the sessions.

Plans are in progress for widespread participation by various school systems throughout the state. The serious problems confronting elementary education make it highly desirable that elementary school administrators attend the conference and work together in developing programs designed to meet the needs of the boys and girls of California.

DIVISION OF INSTRUCTION

JAY DAVIS CONNER, *Chief*

CONFERENCE OF SCHOOL PSYCHOLOGISTS AND PSYCHOMETRISTS

The State Department of Education and San Jose State College are cosponsors of a one-day workshop for school psychologists and psychometrists to be held in San Jose on April 26, 1951. The central theme will be the role of the school psychologist and psychometrist in the identification, treatment, and prevention of emotional disturbance in children—in other words, what can people trained in understanding and interpreting human behavior do to stem the tide of emotional difficulties in children and help schools to produce healthy, emotionally mature adults?

The group is planning a dinner meeting in the evening for which reservations are necessary. Reservations may be made with Barbara Bruch, 408 Almaden Avenue, San Jose, or with Charles W. Telford at San Jose State College. Since the Western Psychological Association will be meeting in San Jose on April 27 and 28, hotel reservations should be made early.

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

SUPREME COURT DECISION

**Liability of School District and School
Bus Driver for Injury to Pupils Crossing
Street After Discharge From School Bus**

Where in an action for damages against a transportation company operating a city passenger bus, the driver of the bus, a school district, and a school bus driver employed by the district, which resulted arising from the injury to pupils struck by the city bus while crossing a street in front of a school bus of the district after being discharged therefrom, the evidence showed that the driver of the school bus after stopping to discharge the pupils had looked but once to observe approaching traffic although he was stopped for several minutes, and did not see the city bus until it was almost past the school bus, and had nevertheless then signalled the pupils to cross the street, a finding of negligence on the part of the school bus driver was justified. An instruction of the trial court to the effect that a violation of Section 1101 of Title 5 of the California Administrative Code is negligence as a matter of law, did not constitute reversible error because it failed to state that such violation might be excusable under some circumstances and that liability could be predicated on it only if it were a proximate cause of the injuries, since these points were covered in other instructions.

Nor is the judgment against the school bus driver subject to reversal because of alleged failure of the plaintiffs to comply with Government Code Section 1981, which requires the presentation of a claim against a school district employee charged with negligence within 90 days after the accident, when the plaintiffs' claim was filed with the secretary of the school district and a copy of the claim was attached to the complaint served on the driver within 90 days after the accident. The section does not require the claim to be presented to the employee prior to the commencement of an action against him. (*Porter et al. v. Bakersfield and Kern Electric Company et al.* 36 A.C. 535 (adopting decision of District Court of Appeals in same case *).)

* For digest of appellate court decision, see *California Schools*, XXI (July, 1950), 276-77.

ATTORNEY GENERAL'S OPINIONS

Status of Vacations and Compensation of Workers at Training Center for Adult Blind And Workshops for Blind

Blind or other physically handicapped persons who are workers in the Training Center for Adult Blind and Workshops for the Blind administered by the State Department of Education (Welfare and Institutions Code Sections 3200 et seq.) are not employees of the state and are therefore not entitled to vacations as a matter of right under Government Code Section 18050 or to workmen's compensation (overruling Attorney General's Opinions 2365 and 7260). However, such workers may be granted vacations with pay by the Department of Education under the authority of the Department to fix their compensation, and under the same authority, such workers may be granted retroactive wage increases and bonuses. The Department of Education has considerable discretion as to when, how, and where vacations, retroactive wage increases, and bonus plans may be used. (AGO 50-123; 16 Ops. Cal. Atty. Gen. 198.)

Application of Field Act and Regulations of Division of Architecture of Department of Public Works to Alteration of School Buildings

Under Sections 4 and 19 of Title 21 of the California Administrative Code (regulations of the Division of Architecture, Department of Public Works) adopted under Education Code Sections 18191 et seq. (Field Act), only those alterations of a school building may be made without the building being made to conform throughout with the requirements of Sections 101-1203 of said Title (establishing the requirements of the Division of Architecture with respect to the structural safety of school buildings) which do not affect the safety of building and do not change, in any manner, its structural elements. It is immaterial that such alterations may not adversely affect the safety of the building.

While there is no regulation of the Division of Architecture which states that where structural changes are to be made the building must comply throughout with Sections 101-1203 of said Title, the interpretation by the Division of Architecture of the Field Act and its own regulations to the effect that where structural changes are made to an existing school building, only that portion or unit of the building which will be affected by the changes must meet the requirements of Sections 101-1203 of said Title, is in accord with the Field Act. (AGO 50-210, 17 Ops. Cal. Atty. Gen. 37.)

**Contracts Between Member of County Board of Supervisors
and School District for Construction Work**

A member of a county board of supervisors may lawfully contract with a school district to do construction work for the district since such a contract would not be one made by him in his capacity as a member of the board of supervisors or a contract made by such board, and, therefore, would not come within the provisions of Government Code Section 1090. (AGO 51-4, 17 Ops. Cal. Atty. Gen. 44.)

NOTES ON DEPARTMENT ACTIVITIES

Compiled by NICHOLAS E. WYCKOFF, *Public Information Officer*

SUMMARY OF QUARTERLY REPORT, CREDENTIALS OFFICE

The quarterly statistical report of the number of documents issued by the Credentials office in the period October 1, 1950, to December 31, 1950, shows a 34 per cent increase over the number issued in the same period last year. Totals and percentages are summarized in the table that follows.

SUMMARY OF CERTIFICATION DOCUMENTS ISSUED
Quarters Ending December 31, 1949, and December 31, 1950

Period of Issuance	Regular Credentials		Emergency Credentials	Renewals (all types)	Life Diplomas	Permits	Total
	On direct application	On recommendation of institution					
Last Quarter 1950	3,116	459	3,436	5,077	1,321	2,982	16,344
Last Quarter 1949	3,344	385	3,848	2,489	661	1,472	12,199
Increase or decrease: Number	-288	74	-412	2,588	660	1,510	4,145
Percent	-7	19	-11	104	100	103	34

Increases of 100 per cent or better in the number of credentials renewed and the number of life diplomas granted are evidence of a trend toward stability among California's teachers.

The 103 per cent increase in the number of permits issued includes marked increases both in child care permits and lecture permits. The rise in the number of child care permits indicates that many mothers are again responding to urgent calls for war and defense work. The lecture permits for adult education classes and forums are largely for lectures on various aspects of the world crisis and the national emergency. A considerable number of the lecture permits is issued also to supply speakers to groups concerned with marriage and family life problems.

The number of emergency credentials issued continues to decline. A comparison of the numbers issued in the last quarters of 1950 and 1949 indicates a decrease of 11 per cent in 1950. Emergency credentials issued in the period from May 1, 1950, to December 31, 1950, reached a total

of 9,644. During the same period in 1949, the total number issued was 14,073. The percentage of decrease for this longer period in 1950 as compared with the previous year is 31. More than two-thirds of the emergency credentials are issued for teaching in elementary schools (kindergarten-primary and general elementary).

INSTRUCTIONAL MATERIALS FOR APPRENTICES

Samuel L. Fick, Chief of the Bureau of Trade and Industrial Education, reports that in the fifth year of its operation, the instructional materials unit of the Bureau is preparing materials that are being used by approximately 85 per cent of the apprentices indentured in California. Materials consisting of one workbook, testbook, final examination, progress chart, and teacher's answer sheet are available or nearing completion for each year of apprenticeship in the following skilled crafts: auto mechanics, carpentry, machinist, sheet metal, electric wiring, electric motor repairing, cabinetmaking and millwork, meatcutting, molding and core-making, plumbing and pipefitting (including refrigeration, steamfitting, and air conditioning), radio service, auto body and fender repair, auto parts man, baking, bricklaying, plastering, cooking, dental technician, painting and decorating, tool and diemaking, furniture upholstering, glazing, shoe rebuilding, optical technician, linoleum-carpet-soft-tile laying, electric lineman, and office machine repairing. This represents a total of 27 skilled crafts and 64 different sets of materials. In addition, the auto mechanics course, first prepared in 1946, is being revised to conform to changes that have been made in automobiles since that date.

Plans for 1951-52 include preparation of materials for apprentices in the trades of automotive machinist, dry cleaner, lather, sign painter, auto upholsterer, electric appliance repairing, photographer, floor layer, tile setter, roofer, patternmaker, maintenance mechanic, iron worker, cable splicer, photo engraver, and auto painter.

Total sales of the apprenticeship publications amounted to \$39,120.36 in 1948-49; \$44,642.78 in 1949-50; and \$31,011.38 in the first six months of 1950-51, as compared with \$24,936.72 in the same period of 1949-50.

The program is carried on jointly by the Bureau and the Division of Vocational Education of the University of California at Berkeley and Los Angeles, and is financed partly by the sale of instructional materials and partly by funds appropriated by the State Legislature.

EFFECT OF THE DRAFT ON FUTURE FARMERS AND THEIR INSTRUCTORS

Byron J. McMahon, Chief of the Bureau of Agricultural Education, has reported recently that the problem of keeping agriculture students in high schools and junior colleges interested in their ultimate careers as

farmers while faced with an intervening period of military service is a major one in agricultural education today.

The goal of the members of the Future Farmers of America, Mr. McMahon states, is to become established in ownership of a farming enterprise. Each boy is encouraged to develop a long-term program involving livestock, poultry, fruit, or other crops. Such encouragement is complicated at present by the fact that military induction for most of these young men is expected. Instead of going ahead with long-term projects, most farm boys during the period of mobilization will turn to short-term cash enterprises of feeding livestock, rather than breeding and raising livestock, or undertaking to raise cash grain or other field and row crops.

A poll of high school and junior college vocational teachers taken in September, 1950, revealed that about 40 per cent of them either held reserve commissions in the armed forces or might be subject to induction. As a result, plans were made to place every available trainee at the beginning of the 1951 spring semester, as regular teachers were called into service. However, virtually none of the reserve officers have been called as yet and selective service officials have given no directive as to when calls may be issued. Regardless of the present confused situation, the Bureau expects an even greater shortage of agriculture teachers next year than last, when several high school agriculture departments were unable to open because of a lack of instructors.

FOR YOUR INFORMATION

CALIFORNIA CONSERVATION WEEK, 1951

Conservation Week is observed each year during the week beginning March 7, which is the anniversary of Luther Burbank's birthday and has been named "California Conservation, Bird, and Arbor Day" in his honor. The celebration is sponsored by the California Conservation Council and many co-operating public and private agencies. Officers for the seventeenth annual observance of Conservation Week, March 7-14, 1951, are the following:

Honorary Chairman: Governor Earl Warren

General Chairman: Gen. Warren T. Hannum, State Director of Natural Resources.

Associate Chairmen: Pearl Chase, Jay D. Conner, Edward F. Dolder, Fred E. Herbert

Public Information Chairman: C. E. Fox, U. S. Forest Service

Radio Chairman: Mrs. Inez Richardson, Stanford University

Materials distributed to the public schools of the state to assist them in planning appropriate observances for this week include a 6-page Program Guide suggesting various means of carrying out the general theme, "Conservation—The People's Business." One page of this leaflet is devoted to activities in schools, with suggestions for the superintendent, for the school conservation committee, and for individual teachers. An order blank lists seventeen different conservation publications available free or at nominal cost from the California Conservation Council at 912 Santa Barbara Street, Santa Barbara, California.

Topics selected for special attention on the successive days of Conservation Week are as follows:

Wednesday, March 7	California Conservation, Bird, and Arbor Day
Thursday, March 8	Water—Our Greatest Asset
Friday, March 9	Forests and Conservation
Saturday, March 10	Outdoor Good Manners—Fire Prevention
Sunday, March 11	Recreation Outdoors
Monday, March 12	Keep Soils Productive; Food for Defense
Tuesday, March 13	Wildlife Conservation
Wednesday, March 14	Nonrenewable Resources

A slogan proposed for every day of the year is "Help Keep California Fertile, Fire Free, Clean and Beautiful."

CONFERENCE OF EDUCATIONAL RESEARCH

In the hope of avoiding conflicts with other state meetings, the State Advisory Council on Educational Research at a recent meeting selected October 19-20, 1951 as the dates for the 1951 Annual State Conference on Educational Research. The meeting will be held in Santa Barbara.

CALENDAR OF EDUCATIONAL EVENTS

A master calendar of educational meetings and events for the school year 1950-51 is maintained in the office of the Superintendent of Public Instruction and published from time to time in *California Schools*. Notices of the following meetings of state-wide or regional concern have not been published in previous issues.

<i>Date</i>	<i>Organization</i>	<i>Place</i>
April 5-6, 1951	American Association for Health, Physical Education, and Recreation, Southwest District, Annual Convention	Reno, Nevada
April 14	Pan American Day	
April 14	Southern California Junior College Association, Annual Spring Meeting	East Los Angeles J.C., 5357 E. Brooklyn Ave., Los Angeles 22
April 26	Workshop of school psychologists and psychometrists, sponsored by State Department of Education and San Jose State College	Hotel Sainte Claire, San Jose
April 27-28	Western Psychological Association	San Jose
April 28-May 5	Boys and Girls Week	
June 28-30	National Science Teachers Association, Summer Conference	Mills College, Oakland
July 1-6	National Education Association, Annual National Convention	San Francisco
October 19-20	Annual State Conference on Educational Research	Santa Barbara

BOYS AND GIRLS WEEK, 1951

Boys and Girls Week will be observed this year from April 28 to May 5. The theme for 1951 is "Looking Forward with Youth." The purposes of celebrating Boys and Girls Week are to draw public attention to the potentialities and problems of youth, emphasizing home, church, and school in the development of boys and girls; to give impetus to year-round programs for building character and good citizenship; and to acquaint the public with the youth programs of the community which are serving these purposes.

Until this year the event has been under the sponsorship of the Boys and Girls Week Advisory Committee for the United States. That organization is ceasing its operations, and Rotary International has assumed responsibility for preparing program materials for distribution to its member clubs throughout the world so that they may continue the promotion of Boys and Girls Week observances in co-operation with other community groups.

Schools and local groups interested in programs for Boys and Girls Week may request materials and suggestions from their nearest Rotary Club.

PAN AMERICAN DAY

Pan American Day—the Day of the Americas—is observed annually on April 14. Its purpose is to bring to mind the spirit of peace and justice, independence, unity and co-operation that joins the republics of the Western Hemisphere in one great continental community, and to stress their political, economic, and cultural ties.

April 14 was selected as Pan American Day because it was on that date in 1890 that representatives of the American Republics, meeting at Washington in the First International Conference of American States, passed the resolution creating the International Union of the American Republics. This Union is known today as the Organization of American States. The Pan American Union in Washington is the central office and headquarters of the Organization.

Pan American Day originated in a resolution adopted by the Governing Board of the Pan American Union—now the Council of the Organization of American States—in 1930. On the initiative of the Representative of Brazil, the Governing Board recommended “that the Governments, members of the Pan American Union, designate April 14 as Pan American Day and that the national flags be displayed on that date.”

Twenty-one American republics responded to this suggestion and issued decrees or proclamations. In the United States, the President’s proclamation ordered that the national flag be displayed on all government buildings on that date, and invited “the schools, civic associations and people of the United States generally to observe the day with appropriate ceremonies, thereby giving expression to the spirit of continental solidarity and to the sentiments of cordiality and friendly feeling which the Government and people of the United States entertain toward the peoples and Governments of the other Republics of the American Continent.”

Reference leaflets, dramatizations, a teaching unit, a map, and a poster showing the flags of the American republics in color are among the materials available to teachers or group leaders to assist them in planning appropriate observances of Pan American Day. Requests should be addressed to the Section of Special Events, Pan American Union, Washington 6, D.C., before April.

YEARBOOK OF THE EDUCATIONAL PRESS ASSOCIATION

The 1950 edition of *America’s Education Press*, the yearbook of the Educational Press Association of America, presents a list of 807 educational publications in the United States, classified under 44 headings. It also lists educational periodicals published in other countries, including 124 in Japan. This publication is a useful reference tool for people who want to read and write in the field of education.

This is the twenty-third yearbook of the Association, dated November, 1950. It is available at \$1.00 per copy from the Educational Press Association of America, 1201 Sixteenth St., N.W., Washington 6, D.C.

ETHICAL VALUES FOR STUDENTS

In March, 1949, the California Committee for the Study of Education authorized the formation of a new subcommittee to study the problem of developing better ethical standards among students. When preliminary explorations by this subcommittee indicated that the problem could be profitably studied by such a group, the membership was enlarged and survey procedures agreed upon. The following report of activities and plans of the Subcommittee on Developing Ethical Values Among Students has been prepared by its secretary, Hubert H. Semans.

One of the current criticisms of the public schools is that they are doing too little to develop ethical or moral concepts in students of all grade levels. Perhaps one of the reasons for this criticism is that there are not sufficient facts available concerning what fine work is being done.

In order to assemble such facts, both for use in meeting criticism and, primarily, to assist in helping to disseminate more widely successful practices in developing ethical values among students, a subcommittee of the *California Committee for the Study of Education* is making a status study. A preliminary report on the work of the subcommittee was published on page 340 of the October, 1950, issue of *California Schools*.

The present work of the Committee consists of developing a check list to determine (1) what behaviors are considered by California school personnel as indicative of a well-developed sense of ethical values; (2) what procedures are used most effectively in (a) administrative situations, (b) classroom situations, and (c) general school activities to encourage the practice of ethical behavior by students; (3) what methods are used to evaluate change in student behavior; and (4) what is the consensus as to the best name for the kind of behavior the committee has called "ethical behavior." Possibly places to indicate grade levels at which activities and materials are most successful will be included also.

The survey check list is being carefully revised and tried out in selected schools to be sure that it is brief, clear, and yet sufficiently comprehensive to give an accurate picture of what schools are doing about developing ethical values in students.

The next step is to determine the extent of the sampling necessary to get responses from both administrators and teachers which will reflect the status of the efforts of various schools. No names of individuals or schools will be used in tabulating the results. It is hoped that there will be complete co-operation of all those receiving the check list to the end that the results will be characteristic of what is being done in California public schools. If the study shows that developing ethical values is a hoped-for, but incidental, concomitant of activities carried on for other purposes, then there may be more possibility for improvement than the committee imagines.

The present plans call for the sending out of the check list by the early part of April, 1951. A very few minutes will be required to respond

to almost all items by checking; however, because the area is broad, vague, and related to traditional attitudes, there may be some who wish to submit illustrative material or to describe in detail what they are doing in a planned program for the developing of ethical values among students. Such materials and descriptions the committee will most heartily welcome.

The results of the survey will be reported to the California Committee for the Study of Education at its regular annual meeting next fall. The report will then be published and distributed to participating schools.

Correspondence may be addressed to any members of the subcommittee. They are as follows:

Frank W. Parr, Director of Research, California Teachers Association, *Chairman*
A. John Bartky, Dean of the School of Education, Stanford University
Rex H. Turner, Assistant Superintendent, Oakland Public Schools
Mrs. Erma Pixley, Member of Curriculum Division of Los Angeles City Schools
John W. Wilson, Principal, David Starr Jordan Senior High School, Long Beach
Hubert H. Semans, Acting Dean of Liberal Arts, California State Polytechnic College, *Secretary*

MICHIGAN SCHOLARSHIP IN MINING AND TECHNOLOGY

The Michigan College of Mining and Technology is again offering a scholarship to one student from each state. This scholarship, which is effective beginning in the fall, 1951, carries remission of matriculation and tuition fees for a four-year course. The student should be in the upper half of his class and deserving. School administrators are requested to recommend to the Superintendent of Public Instruction *not later than May 31, 1951*, any student who may be interested in and eligible for this award, submitting a transcript of the applicant's high school record and indicating if his scholastic standing is in the upper half of his class.

Applicants may write to L. F. Duggan, Registrar, Michigan College of Mining and Technology, Houghton, Michigan, for information concerning entrance requirements.

SCHOOL SAVINGS AND CONSERVATION

... If we are to preserve our heritage as a freedom-loving people, we and our children must learn to practice conservation and thrift. Lessons of conservation and thrift should be learned at an early age. The School Savings Program can be an excellent medium for providing experiences in thrift and conservation from kindergarten through high school. In these critical times such a program should have the continued support and co-operation of educators everywhere.

These words of Earl J. McGrath, U. S. Commissioner of Education, are quoted from the opening column of the *School Savings Journal* for Spring, 1951. This magazine is published twice yearly by the Education Section of the U. S. Savings Bonds Division, Treasury Department, and a copy is available to every classroom teacher in the country.

The central theme of the current issue is conservation. The leading article on conservation is by the executive secretary of the National Parks

Association. Other articles feature School Savings activities in Kansas, Texas, and Wisconsin; Savings Bonds as an investment for old-age retirement income; and a recommendation of School Savings by the executive secretary of the Future Teachers of America. The lift-out poster in this issue, featuring conservation, is of high school level, although colorful enough to interest students of all ages.

MORAL AND SPIRITUAL VALUES IN SCHOOLS

A recent communication from the Educational Policies Commission announces the publication in February, 1951, of "the Commission's most important policy statement in several years"—a 100-page report on *Moral and Spiritual Values in the Public Schools*. This publication, which has been two years in preparation, presents an analysis of basic issues in moral and spiritual education, with an affirmation of the fundamental importance of such education in the public school program. Ten values are identified, and recommendations are offered for teaching them and for school-community co-operation in this endeavor.

The price of *Moral and Spiritual Values in the Public Schools* is \$1.00 per copy. Orders should be addressed to the Educational Policies Commission, 1201 Sixteenth Street, N.W., Washington 6, D. C. Discounts are offered for quantity orders: 2-9 copies, 10 per cent; 10-99 copies, 25 per cent; 100 or more copies, 33 1/3 per cent.

SUMMER CONFERENCE OF SCIENCE TEACHERS

The National Science Teachers Association will hold its summer conference this year in the west for the first time. Mills College, Oakland, has been selected as the meeting place. The conference is scheduled for June 28 to 30, immediately preceding the 87th Annual Meeting of the National Education Association in San Francisco.

Six working study groups under competent leadership will give attention to the following problems:

What are some good classroom techniques for teaching science, particularly in moving toward individualizing instruction in large classes?

What methods can science teachers use to help pupils develop skill in problem solving and critical thinking?

How can we find out the needs and interests of children and society, and how can we develop a functional science program in terms of these needs?

How can traditional science content be adjusted to the newer trends in science education?

What is the role of the science teacher in the program of general education?

What are the responsibilities and opportunities for science teaching in the mobilization of education for national defense, and in international relations?

Registrations should be sent before May 25 to Mrs. Helen R. Demsey, Director, Institution Administration Department, Mills College, Oakland 13, California.

COLORADO SCHOOL OF MINES SCHOLARSHIP

The Colorado School of Mines is again offering a four-year scholarship, the annual value of which is \$425 to \$475 in tuition, to a male student from California who has received the recommendation of the Superintendent of Public Instruction. In order to qualify for the scholarship, the applicant must fulfill the following requirements:

1. At the time his application is received at the Colorado School of Mines he must present a detailed record of his former scholastic work, certified by the school he last attended, attesting that he satisfies the requirements for entrance to the Colorado School of Mines as specified in the general catalog, and that he had a scholastic standing in the upper tenth of his high school, preparatory, or college classes.
2. He must be a student who has never attended the Colorado School of Mines. Students who have had several years of college work elsewhere as well as those who have recently completed their secondary or preparatory education are eligible for the scholarship, provided all other conditions are met.
3. He must be a bona fide resident of California.
4. The applicant must be vigorous, both mentally and physically, and should possess character, courage, energy, determination, and the ability to think clearly. Specifically, he should possess an aptitude for engineering.

School administrators are requested to recommend to the Superintendent of Public Instruction, *not later than May 31, 1951*, any student who may be interested in and eligible for this award, submitting a transcript of the applicant's high school or college record and indicating if his scholastic standing is in the upper tenth of his classes. Letters of recommendation may also be sent.

The applicant should write to the Registrar, Colorado School of Mines, Golden, Colorado, for information concerning entrance requirements.

DISTRICT CONVENTION OF AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

The Southwest District of the American Association for Health, Physical Education, and Recreation will hold its annual convention for 1951 in Reno, Nevada, April 5 to 7. Delegates will attend from California, New Mexico, Arizona, Utah, and Nevada. General sessions are scheduled for Thursday afternoon, April 5, and Saturday noon, April 7. Discussion sections and luncheon groups will give attention to problems in various fields at all levels, including elementary, secondary, and college instruction, therapeutics, men's and women's athletics, audio-visual aids, health, recreation, and the dance. A barbecue and special entertainment are arranged for Friday night. Headquarters for the convention will be the Riverside Hotel in Reno.

TEACHERS FOR ARMY CHILDREN

The Department of the Army at Washington is seeking teachers for employment in its Dependents Schools Program in Europe and the Far East. The greatest need is for elementary school teachers who are experienced in teaching several grades. There are over 500 positions to be filled for the school year 1951-52.

Interviewers representing the Recruitment Section, Overseas Affairs Branch, Civilian Personnel Division, Department of the Army, Washington 25, D.C., will be sent to California to recruit teachers for this service. They will be in Berkeley at the University of California, Office of Teacher Placement, 207 Administration Building, on April 20 and 21, 1951, and in Los Angeles at the University of Southern California on April 27 and 28.

In accordance with the minimum standards established by the Army, teachers must meet the following requirements:

1. They must hold the A.B. or B.S. degree or equivalent.
2. They must have completed 18 hours of credit in education courses.
3. They must have had recent public school teaching experience—2 years is the minimum acceptable; 5 years or more is preferable. All candidates must be currently teaching or not have been out of the teaching profession for more than a year.
4. They must hold valid teaching credentials.
5. Candidates must be between the ages of 25 and 55 (men), 25 and 45 (women).

The rating for teachers is "GS-7", carrying a salary of \$3825. Transportation and quarters are provided. Dependents may follow to Europe (this may be changed at any time), but not the Far East.

ANTHOLOGIES OF CREATIVE WRITING

The National Poetry Association, 3210 Selby Avenue, Los Angeles 34, has launched the second volume of its magazine, *Creative Writing*, which is published six times a year at a subscription price of \$1.00. At the same time was issued an announcement of the various anthologies sponsored by the Association and its subsidiaries, with calendar of closing dates as follows:

National High School Poetry Association, POETRY ANTHOLOGIES (for Grades 7-12)
Closing dates March 15, 1951 (for private and denominational high schools),
March 25, 1951 (for public high schools). Manuscripts accepted will be published in 22 regional anthologies.

National Poetry Association, COLLEGE POETRY ANTHOLOGY
Closing date November 5, 1951. Manuscripts accepted will be published in two college anthologies.

National Poetry Association, TEACHERS POETRY ANTHOLOGY
Closing date March 1, 1951.

National Essay Association, ESSAY ANTHOLOGIES
Closing date was November 25, 1950. Selections will appear in six regional anthologies.

IMPROVEMENT OF LIVING THROUGH THE SCHOOLS

The Alfred P. Sloan Foundation, Inc., of New York, has made a grant to the newly formed nonprofit corporation, Applied Economics, Inc., for the publication of *SCHOOLS and Better Living*, a service publication for teachers. *SCHOOLS and Better Living* is the continuation of "Applied Economics for Better Living" which for the past four years has been distributed free to educators under the sponsorship of the American Association of Colleges for Teacher Education, as a part of the Project in Applied Economics.

SCHOOLS and Better Living is designed as an aid to teachers who believe the school should find ways to relate its teaching to actual, existing community needs. The articles will be written by teachers for teachers, and will describe in specific terms successful projects leading to the improvement of living through the schools. In other words, the articles will be concrete examples rather than abstract theory.

The title has been changed from "Applied Economics" to *SCHOOLS and Better Living* because in its new form the periodical will cover civic and cultural improvement as well as economic improvement. The first issue is scheduled for March, 1951. It will be published monthly from October to June, and the subscription price is \$2.50 per year for single subscriptions, with reduced rates for group orders. Inquiries or orders may be addressed to *SCHOOLS and Better Living*, Box 151, Winchester, Massachusetts.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- American Association of Colleges for Teacher Education. *First Yearbook, 1948*. Oneonta, N. Y.: Published by the Association, C. W. Hunt, Secy. (State Teachers College), 1948. Pp. 228. \$1.50.
- Broadcasting to Schools*. Reports on the Organization of School Broadcasting Services in Various Countries. UNESCO Publication 661. Paris, France: United Nations Educational, Scientific and Cultural Organization, 1949. Pp. 216. \$1.
- Careers in Television*. Research No. 213. Chicago: Institute for Research, 1950. Pp. 24.
- CARTER, JERRY W., and BOWLES, J. W. *A Manual on Qualitative Aspects of Psychological Examining*. Clinical Psychology Monographs, No. 2. Burlington, Vermont: Journal of Clinical Psychology, 1948. Pp. 44.
- Criteria for the Evaluation of Catholic Elementary Schools*. Washington: Department of Education, Catholic University of America, 1949. Pp. viii + 140. \$1.50.
- DANTON, J. PERIAM. *Education for Librarianship*. Paris, France: United Nations Educational, Scientific and Cultural Organization, 1949. Pp. vi + 98.
- DAWSON, MILDRED A. *Language Teaching in Grades One and Two*. Language for Daily Use Series. Yonkers-on-Hudson, N. Y.: World Book Co., 1949. Pp. x + 100.
- Democracy in the Administration of Higher Education*. Tenth Yearbook of the John Dewey Society. Edited by Harold Benjamin. New York: Harper & Bros., 1950. Pp. x + 240. \$3.
- DUBOIS, RACHEL DAVIS. *Neighbors in Action: A Manual for Local Leaders in Inter-group Relations*. New York: Harper & Bros., 1950. Pp. xiv + 294. \$3.
- DUKES, ETHEL, and HAY, MARGARET. *Children of Today and Tomorrow*. Preface by David Mace. Published in London for the British Social Hygiene Council, Inc., by George Allen and Unwin, Ltd. New York: The Macmillan Co., 1949. Pp. x + 249. \$2.50.
- Earned Degrees Conferred by Higher Educational Institutions, 1949-50*. A Summary Report prepared by Robert C. Story, Technical Services Unit, Research and Statistical Service. Circular No. 282a, November, 1950. Washington 25: Office of Education, Federal Security Agency, 1950. Pp. 16 (reproduced from typewritten copy).
- ERICKSON, CLIFFORD E. *The Counseling Interview*. New York: Prentice-Hall, Inc., 1950. Pp. viii + 174. \$2.35.
- EVANS, RUTH, and GANS, LEO. *Supervision of Physical Education*. New York: McGraw-Hill Book Co., Inc., 1950. Pp. x + 294. \$3.50.
- Fire Safety for Junior High Schools*. Fire Safety Series, No. 3. Washington 6: National Commission on Safety Education and National Council for the Social Studies, National Education Association (1201 Sixteenth St., N.W.), 1950. Pp. 36. \$0.50.*
- FLESCH, RUDOLF. *How to Write Better*. Life Adjustment Booklet. Illustrated by Alida Marsh. Chicago 4: Science Research Associated (228 S. Wabash Ave.), 1951. Pp. 48. \$0.40; 3 for \$1.
- FREEMAN, FRANK S. *Theory and Practice of Psychological Testing*. New York: Henry Holt and Co., 1950. Pp. xxii + 518. \$3.50.

* Discount on orders in quantity.

- GESELL, ARNOLD, and OTHERS. *Vision: Its Development in Infant and Child*. New York: Paul B. Hoeber, 1949. Pp. xvi + 330. \$6.50.
- HAMILTON, KENNETH W. *Counseling the Handicapped in the Rehabilitation Process*. New York: The Ronald Press Co., 1950. Pp. vi + 296. \$3.50.
- HAMMONDS, CARSIE. *Teaching Agriculture*. New York: McGraw-Hill Book Co., Inc., 1950. Pp. viii + 354. \$3.50.
- HATCHER, HALENE. *Better Living Through Wise Use of Resources*. Bulletin 1950, No. 15. Washington 25: Office of Education, Federal Security Agency, 1950. Pp. iv + 76. \$0.25.**
- HAY, CLYDE LAMONT. *The Blind Spot in American Public Education*. New York: The Macmillan Co., 1950. Pp. xvi + 110. \$2.
- HEBB, D. O. *The Organization of Behavior: A Neuropsychological Theory*. New York: John Wiley & Sons, Inc., 1949. Pp. xx + 336. \$4.
- HODGE, D. EMMA, and HODGE, LAMONT FOSTER. *A Century of Service to Public Education: The Centennial History of the New York State Teachers Association*. Albany, N. Y.: New York State Teachers Association, 1945. Pp. xvi + 349.
- Home Economics in Higher Education: Criteria for Evaluating Undergraduate Programs*. Prepared by the Committee on Criteria for Evaluating College Programs in Home Economics, G. A. Branegan, Chairman. Washington 1: American Home Economics Association (700 Victor Bldg.), 1949. Pp. xvi + 182.
- Housing of Students*. Prepared by Committee on Student Personnel Work, R. M. Strozier, Chairman. American Council on Education Studies, Series VI: Student Personnel Work, No. 14, Vol. 14. Washington 6: American Council on Education, 1950. Pp. vi + 68. \$1.
- HUME, E. C. *Learning and Teaching in the Infants' School*. London: Longmans, Green & Co. [1948, new edition]. Pp. xvi + 272.
- HUTCHENS, JENS H. *Annual Reports of County Superintendents of Schools*. A Research Study. Education Monograph No. 25 in a series edited by John S. Carroll. San Diego 1, California: Office of the Superintendent of Schools, San Diego County (209 Civic Center), October, 1950. Pp. xii + 104 (reproduced from typewritten copy).
- Intergroup Relations in Teaching Materials: A Survey and Appraisal*. Prepared by the Committee on the Study of Teaching Materials in Intergroup Relations. Washington: American Council on Education, 1949. Pp. vi + 232. \$3.
- JACKSON, LYDIA, and TODD, KATHLEEN M. *Child Treatment and the Therapy of Play*. With forewords by Helen Ross and Emanuel Miller. New York: The Ronald Press Co., 1950 (second edition). Pp. xiv + 160. \$2.50.
- JENNINGS, MANSON VAN B. *The Development of the Modern Problems Course in the Senior High School*. Teachers College Contributions to Education, No. 968. New York: Bureau of Publications, Teachers College, Columbia University, 1950. Pp. x + 180.
- KELLOGG, RHODA. *Nursery School Guide: Theory and Practice for Teachers and Parents*. Boston: Houghton Mifflin Co. [1949]. Pp. xii + 502. \$4.
- KELLY, ELLEN DAVIS. *Teaching Posture and Body Mechanics*. New York: A. S. Barnes & Co. [1949]. Pp. iv + 212. \$3.75.
- KENT, GRACE H. *Mental Tests in Clinics for Children*. New York: D. Van Nostrand & Co., Inc., 1950. Pp. xii + 180. \$2.45.
- KORNER, IJA N. *Experimental Investigation of Some Aspects of the Problem of Repression: Repressive Forgetting*. Teachers College Contributions to Education, No. 970. New York: Bureau of Publications, Teachers College, Columbia University, 1950. Pp. 60. \$2.10.

** For sale by Superintendent of Documents, Government Printing Office, Washington 25, D. C.

- McCLUSKY, F. DEAN. *The A-V Bibliography*. Illustrated by Darcy Hayman. Dubuque, Iowa: Wm. C. Brown Co., 1950. Pp. x + 186 (reproduced from typewritten copy). \$2.75.
- McNEELY, SIMON A., and SCHNEIDER, ELSA. *Physical Education in the School Child's Day*. Bulletin 1950, No. 14. Washington 25: Office of Education, Federal Security Agency, 1950. Pp. vi + 94. \$0.30.**
- MENNINGER, WILLIAM C. *Self-understanding: A First Step to Understanding Children*. Better Living Booklet series. Illustrated by Lucy Ozone. Chicago 4: Science Research Associates (228 S. Wabash Ave.), 1951. Pp. 48. \$0.40; 3 for \$1.
- MITCHELL, LUCY SPRAGUE. *Our Children and Our Schools*. A Picture and Analysis of How Today's Public School Teachers are Meeting the Challenge of New Knowledge and New Cultural Needs. New York 20: Simon and Schuster, Inc. (1230 Avenue of the Americas), 1950. Pp. xxvii + 510. \$4.
- MONTAGU, ASHLEY. *Statement on Race*. An Extended Discussion in Plain Language of the UNESCO Statement by Experts on Race Problems. New York: Henry Schuman, 1951. Pp. xii + 172. \$2.
- MUSE, MAUDE B. *Guiding Learning Experience: Principles of Progressive Education Applied to Nursing Education*. New York: The Macmillan Co., 1950. Pp. xvi + 618. \$4.50.
- 1950 Fall Enrollment in Higher Educational Institutions. Statistical Circular No. 281. Prepared by Robert C. Story, Technical Services Unit, Research and Statistical Service. Washington 25: Office of Education, Federal Security Agency, November 15, 1950. Pp. 36 (reproduced from typewritten copy).
- NORVELL, GEORGE W. *The Reading Interests of Young People*. Boston: D. C. Heath & Co., 1950. Pp. viii + 262. \$3.50.
- ORME, RHODA. *Counseling in Residence Halls*. New York: Bureau of Publications, Teachers College, Columbia University, 1950. Pp. x + 144. \$2.50.
- Nursery School Operation as a Career*. Research No. 214. Chicago: Institute for Research, 1950. Pp. 20.
- PORTER, FLORENCE CAMPBELL. *Manual for School Board Members, Book II: A Brief Statement of Their Opportunities, Duties, and Responsibilities*. Bakersfield, California: California School Trustees Association (Rm. 4, Professional Bldg.), 1950. Pp. 144. Cloth, \$2.25; paper, \$1.25.*
- Research Studies in Kentucky Education*. Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Vol. XXIII, No. 2. Lexington, Kentucky: University of Kentucky, December, 1950. Pp. 44. \$0.50.
- SCHWARTZ, JOHN CHARLES, JR. *Evaluative Criteria for an Audio-Visual Instructional Program*. Dubuque, Iowa: Wm. C. Brown Co., 1950. Pp. iv + 40 (reproduced from typewritten copy). \$0.75.
- Speech Problems of Children: A Guide to Care and Correction*. Prepared for National Society for Crippled Children and Adults, Wendell Johnson, editor. New York: Grune & Stratton, 1950. Pp. xxii + 266. \$3.75.
- Statistics of City School Systems, 1947-48*. Chapter 3, Biennial Survey of Education in the United States, 1946-48. Prepared by Lester B. Herlihy, assisted by Clarence G. Lind, under the direction of Emery M. Foster. Washington 25: Office of Education, Federal Security Agency, 1950. Pp. vi + 86.
- TAYLOR, HAROLD, editor. *Essays in Teaching*. New York: Harper & Bros. [1950]. Pp. x + 240. \$3.
- A Temporary Guide for the Instructional Materials Program*. Olympia, Washington: Pearl A. Wanamaker, State Superintendent of Public Instruction, 1950. Pp. 52.

* Discount on orders in quantity.

** For sale by Superintendent of Documents Government Printing Office, Washington 25, D. C.

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